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ABSTRACT

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the kindergarten level focus on self-image, feelings, group membership, and responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

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ED228550

HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

DRUG EDUCATION CURRICULUM

KINDERGARTEN

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The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

Revised 1982

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FOREWORD

This new Drug Education Curriculum Guide is one of nine separate documents - one for each elementary grade level, K-6, one for junior high, and one for senior high. The curriculum is intended for use in all of the schools, public and nonpublic, in New York State. It was developed as a direct result of the Board of Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. The Plan was adopted by the Board in May 1979 in response to the problems of substance abuse which have and continue to be of great concern in our society.

The curriculum provides school administrators, Health and Drug Coordinators and teachers with direct assistance in meeting the requirements of New York State Statute Chapter 982, 1977 (Education Law, Section 804) and insuring compliance with the Regulations of the Commissioner of Education, particularly Sections 135.1 and 135.3.

A cooperative school/community relationship is essential to the development of a comprehensive drug education program in which this new curriculum can be the foundation piece. While the curriculum can be implemented without extensive inservice education, an orientation workshop would be helpful and is recommended. The actual use of the curriculum will in itself be an inservice experience for the teachers.

It is generally acknowledged that the cost of substance abuse in our nation is enormous. A recent report of the U.S. Office of Drug Abuse Prevention estimates our annual cost to be: alcohol - $42.7 billion, tobacco - $25 billion, and drug abuse - $10.3 billion. While a large portion of these costs are appropriately targeted for treatment and rehabilitation, it is very important to focus more attention on the implementation of primary prevention programs. The logic of effective primary prevention as a means of reducing the costs of rehabilitation and treatment would seem to be self-evident; yet it is unfortunately often overlooked in assigning funds for the development and implementation of programs. While it is, and should be, a matter of priority that the afflicted receive our first attention, many of those not afflicted, if neglected, may soon join them. A majority of students in our schools today need help in acquiring some of the attitudes and skills included in this curriculum to enable them to be responsible for using substances wisely to maintain health.

In addition to this Drug Education Curriculum, the Bureau of Drug Education has prepared other supportive curricula and documents. These include: Alcohol Education Curriculum, Tobacco Education Curriculum, Elementary and Secondary Annotated Resource Guides and School Smoking and Drug Policy Guidelines. School authorities can obtain copies of these materials by writing to: Bureau of Drug Education, 960 EBA, Albany, NY 12234.

Anthony J. DiBenedetto, Chief
Bureau of Drug Education

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Appendices referred to in the curriculum are available as separate, periodically updated bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department, Albany, NY 12234. Titles planned at press time include those listed below. (New titles may become available, or may replace these.)

- A Definition of Drug Abuse Prevention
- Alcohol and Drug Abuse Prevention Materials of Special Interest to Minority Groups
- Alcohol and Drug Education Resource Agencies
- Alcohol, Tobacco and Drug Education Periodicals
- Alcohol/Drug Interactions Fact Sheet
- The Alternatives Concept
- Communication with Doctors and Pharmacists: A Guide to the Wise Use of Prescription Drugs
- Drug Abuse Prevention Bibliography for Parent Education
- Drug Education References for School Staff
- Packaged Programs for Health and Drug Education
- Possible Signs of Drug Misuse or Abuse
- Selected Materials for Parent Education in Drug Abuse Prevention
- Student Drug Use in America: Overview of Key Findings

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

THE SCHOOL'S ROLE

Drugs are a part of everyday life in our society, and drugs and drug paraphernalia may usually be obtained by those who wish to use them. While there are many ways to approach the problem of drug misuse and abuse - through legislation; incarceration; controls on growing, manufacturing and marketing; increased supervision of young people, etc. -clearly the most effective approach is to remove the self-destructive and/or misdirected motivations of people who engage in drug misuse and abuse behavior.

While schools cannot achieve this goal alone, they can help lead the way. School drug education programs can promote and direct positive motivations in children through the integration of knowledge with affective skills development; also, schools are perhaps uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment.

As a cooperative school-community program progresses, participants will become aware that their efforts are not only leading them to make an impact on the problem of drug abuse among youngsters, but they are also producing healthy side-effects. These side effects have far-reaching implications for overall health, school achievement, improved attendance and reduced vandalism and delinquency. A new sense of pride and purpose grows among all those involved in, and affected by, the program.

SCHOOL RESPONSIBILITIES

All schools have several basic responsibilities for drug abuse prevention programs, as outlined by Education Law, Section 804, Commissioner's Regulations as they apply to all of Health Education, and the Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. These include:

1. To provide all students, K-12, with an instructional program designed to develop the attitudes and skills required to make healthy decisions.

2. To involve students in activities that contribute to their sense of self-worth.

3. To insure that the instructional program is conducted by teachers with adequate preparation who provide healthy models for their students.

4. To integrate learning with related subject areas in a manner supportive of program objectives.

5. To coordinate in-school programs - education and service - for more effective drug abuse prevention.

6. To coordinate school programs with those offered by the community, cooperate with community agencies and utilize community resources to reinforce learning in both settings (school and community).

7. To develop, for general publication, written policies and procedures for handling all drug-related situations which may occur on school property. These policies and procedures should emphasize: 1) referral processes that

demonstrate a desire to help and rehabilitate students and faculty with drug-related problems and 2) "due process" for students or staff members charged with violations of school policies or laws.

8. To involve parents, students, community agency professionals and community leaders along with school staff in planning program policies and reviewing or participating in other aspects of the program.

OBTAINING SUPPORT FOR PROGRAM IMPLEMENTATION

Basic to the success of the school drug abuse prevention program is the support obtained from the school board, administration, parents, and the community at large. Where to begin is a judgment best made locally. Some suggestions regarding what to begin with may help you decide the most productive route in your district or school. Before you start, it is suggested that you have:

1. A clear understanding of the school's role in preventing substance misuse and abuse and of effective teaching methods for meeting this goal (e.g., an emphasis on positive self-concept and the development of life skills, with drug information presented within the context of affective objectives).

2. Statistics from recent surveys regarding drug misuse and abuse among youngsters on national, state and local (if available) levels.

3. A list of key people in the community whom you believe will be supportive.

4. Support from community agencies and experts. (It is a good idea to call or visit the March of Dimes, Council on Alcoholism, Community Mental Health Center, Drug Abuse Council and/or County Health Department, for example.)

5. A list of community, state and federal resources that can be used in the program. (See chart, p. x, for ideas.)

6. Ideas for promoting cooperative efforts to meet needs and fill possible deficiences.

PARENT AND COMMUNITY INVOLVEMENT

In a society such as ours, where young people are frequently encouraged to be independent and to make their own decisions, it is imperative that the school, the home, and the community cooperate in providing consistent and supportive policies, leadership and messages that guide youngsters rather than confuse or alienate them.

Such underlying causes of drug abuse as stress and anxiety, negative peer pressure, low self-esteem, inability to cope with emotions, and a lack of positive alternatives must be recognized and addressed concurrently in schools, at home, and in the community at large. Plans for action must compliment one another so that the youngster feels a sense of direction and consensus in communications with his or her teachers, parents or support people in the community on questions dealing with drugs or drug-related issues.

The school can take the initiative in bringing together the domains of school, home and community to develop a comprehensive and well-coordinated drug abuse prevention plan. The plan should be based upon a statement of philosophy, which incorporates the following premise:

If our young people have:

- acquired basic concepts regarding health-related matters;
- a positive view of themselves and their ability to exercise a measure of control over their lives;
- family and friends to turn to in times of stress;
- fulfilling and supportive experiences in schools, families, and other social environments;
- experiences in making personal decisions based on their own values, and on the consequences of their behavior...

they are less likely to misuse and abuse drugs.

The success of even the best-planned school program will greatly depend upon the degree of cooperation and support which community, school and parent groups are willing to offer. The greater the amount of parent and community involvement, the more hopeful the school can be that its concentrated efforts will fall on fertile ground. Some specific ideas to insure parent and community involvement are:

1. The district/building Health or Drug Coordinator is primarily responsible for identifying community resources relating to drug abuse. This information should be compiled and made available to school staff.

2. Community agency personnel or other community professionals with an interest in drug abuse prevention should be encouraged to make presentations to the school board, school administrators and other appropriate audiences.

3. A Community Awareness Day: As soon as a district steering committee has been formed and resources have been identified for implementing the program, a Community Awareness Day should be planned. The main purposes of the Community Awareness Day are 1) to receive input from parents and community members regarding their needs, interests and concerns and 2) to establish a solid basis for follow-up meetings and plans involving those persons who are willing to make a commitment to the program. Since this introductory event can be crucial to the eventual success of the program, it must be planned carefully. Appropriate school and community personnel should be identified to present clear, accurate information on school and community drug-related issues and concerns. Roles and responsibilities for drug abuse prevention and education programs and the need for the involvement, cooperation and support of parents and community members must be emphasized. Questions or concerns that attendees are likely to raise should be anticipated, to gain a measure of control over what may be an emotional subject for many. Student representatives should be encouraged to attend to present their views and reactions.

4. Community professionals and parents should be invited to serve on school committees related to policy development, to program, to curriculum development and evaluation, and to materials review.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

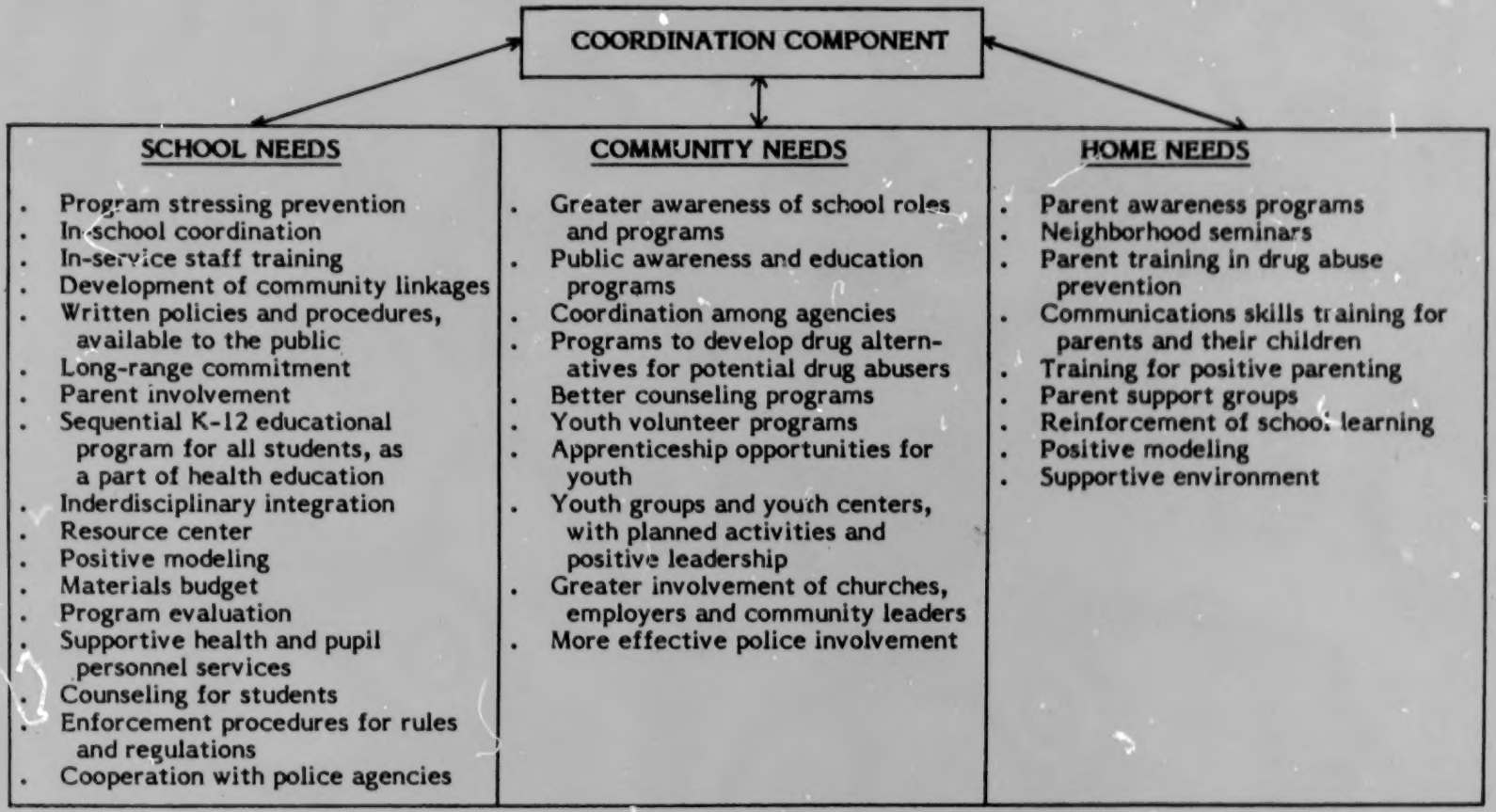
5. Student activities should extend beyond the classroom into home and community. Student surveys, interviews and research assignments provide ways to relate learning to life experiences. Student-produced audiovisuals, plays, demonstrations, debates, pamphlets, etc. can promote parent and community interest in and support for the program.

6. Parent groups should be enlisted to assist in identifying the needs of parents in the community, in obtaining resources to meet these needs and in getting parents and other community members involved in positive approaches to drug abuse prevention.

7. Parent education should be an integral part of the program. Many approaches can be used: take-home material, neighborhood seminars, adult continuing education classes, parent-child communication seminars and workshops in parenting skills, to name a few.

8. "Back-to-school nights" should be arranged to give parents an opportunity to observe classroom activities and student work related to drug education.

COMPONENTS OF A COMPREHENSIVE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM


COORDINATION COMPONENT
SCHOOL NEEDS
. Program stressing prevention
. In-school coordination
. In-service staff training
. Development of community linkages
. Written policies and procedures, available to the public
. Long-range commitment
. Parent involvement
. Sequential K-12 educational program for all students, as a part of health education
. Inderdisciplinary integration
. Resource center
. Positive modeling
. Materials budget
. Program evaluation
. Supportive health and pupil personnel services
. Counseling for students
. Enforcement procedures for rules and regulations
. Cooperation with police agencies
COMMUNITY NEEDS
. Greater awareness of school roles and programs
. Public awareness and education programs
. Coordination among agencies
. Programs to develop drug alternatives for potential drug abusers
. Better counseling programs
. Youth volunteer programs
. Apprenticeship opportunities for youth
. Youth groups and youth centers, with planned activities and positive leadership
. Greater involvement of churches, employers and community leaders
. More effective police involvement
HOME NEEDS
. Parent awareness programs
. Neighborhood seminars
. Parent training in drug abuse prevention
. Communications skills training for parents and their children
. Training for positive parenting
. Parent support groups
. Reinforcement of school learning
. Positive modeling
. Supportive environment

SOURCES OF HUMAN AND/OR FINANCIAL ASSISTANCE

* School District
* BOCES
* Local Government
* County Groups
* State Government
* Federal Government
* Health and Drug-Related Agencies
* Church Groups
* Service Groups
* Professional Organizations
* Colleges, Universities
* Chamber of Commerce
* Independent Business Groups
* Police Departments

PHILOSOPHY AND DESIGN OF THE CURRICULUM

The primary focus of the Drug Education Curriculum is prevention of drug misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concepts, (self-images);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making and risk-taking behaviors. To influence behavior positively, however, information must be contained within the broader context of affective skills development.

The affective model upon which this curriculum is based has three components: The development of self-image and positive self-concept; the development communication skills; and the development of coping skills.

The Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children exposed to affective educational activities and materials, designed to improve self-concept and acceptance of others, significantly improve their self-concepts. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and values sharing programs. Current data suggests that values clarification and values sharing exercises have positive outcomes for drug abuse prevention education. The Drug Education Curriculum includes objectives and activities designed to improve self-concept, and acceptance of others. It also implements values clarification and values sharing at all levels.

Development of Communication Skills: Skills in effective interpersonal communication enable students to realize a measure of control over their lives and environment. These skills help them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. They also help students to bridge communication gaps with parents and other authority figures.

The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness and acceptance of alternatives to drug use for changing feelings and meeting needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgement. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose. The Drug Education Curriculum includes sequential attention to the development of these skills.

The Development of Coping Skills: Problem-Solving/Decision-Making. Research has indicated that problem-solving/decision-making processes can be taught effectively to fifth and sixth graders and that, in considering drug decisions, these students expressed healthy attitudes regarding drug use. One approach to decision-making is the force-field analysis. The force-field analysis has been identified as an effective means of teaching students to focus on pressures operating in a particular environment. The Drug Education Curriculum develops problem-solving/decision-making skills, including the force-field analysis, and integrates activities related to problem-solving/decision-making throughout the program.

PHILOSOPHY AND DESIGN OF THE CURRICULUM, CONT'D.

Features of the Drug Education Curriculum:

1. The curriculum is designed for direct teacher use in the classroom, rather than as a reference document for a local writing committee. Thus it has been printed as nine separate booklets: seven for K-6, one for junior high and one for senior high.

2. The curriculum is a self-teaching and reference document, as well as a teaching guide, which includes background information, descriptions of teaching methods, suggestions for evaluation and the use of community resources and other helps.

3. The curriculum is sequential. While each grade offers a complete grade-level curriculum, following grades build on and reinforce previous grades without repetition beyond what is needed for review.

4. Concepts represent threads of continuity running through the entire K-12 program.

5. Objectives may be grade-specific, may be developed sequentially to build on a previous grade, or may skip one or more grades, then reappear for review or more sophisticated development. Objectives are worded behaviorally and measurably.

6. Few activities are repeated, although similar experiences are provided on several levels. An effort has been made to include alternate activities - basic and more advanced, individual and group, those that require materials or audiovisuals and those that do not - wherever possible, to meet the varying needs of classroom teachers, and their students.

7. Activities requiring films, storybooks or other materials which must be purchased (other than essential references) are designed to be supplementary rather than basic to the curriculum.

8. Of the materials listed for each grade, only a few basic references and soft material supplies are required to implement the curriculum. Worksheets for teacher duplication are included for each grade. Information sheets, story pictures and patterns are also provided.

9. A column at the right-hand side of each curriculum page provides the elementary teacher with a reference for subject integration of material and the Health Coordinator with suggestions for coordinated efforts with teachers of other subject areas at the secondary level.

10. At the end of each concept, a Culminating Concept Evaluation Activity is included to provide the teacher with feedback from students relating to each completed section.

11. A tear-out Evaluation Form at the end of the guide allows the teacher to become a participant in State level assessment and revision of the curriculum.

The district/school Health or Drug Coordinator is primarily responsible for insuring that teacher selection of activities and resources is coordinated sequentially. The district/school Health Education Curriculum Committee may also choose to adapt the curriculum to local needs and resources through Committee selection, in consultation with teachers, of grade level activities and materials.

CURRICULUM EVALUATION

Evaluation is built into the Drug Education Curriculum, and occurs as the teacher develops a unit as well as at the completion of a unit. During evaluation, information is gathered which focuses on the program, the student's learning and progress, the classroom environment, and the curriculum content. The feedback received can be used to shape the course of study to better suit the needs of teachers and students.

A variety of methods have been used in this Drug Education Curriculum to help gather evaluation data:

1) **The curriculum is designed to be self-evaluative.** Objectives are written in measurable terms and activities are designed so that their completion involves students as active, observable participants. Thus observation of student behavior frequently provides the teacher with a means to assess student progress and goal attainment. Extra support can be provided for those students who experience difficulty with specific activities or in achieving specific objectives.

2) **Record-keeping** is suggested after the development of each concept throughout the curriculum. These records should reflect the progress of the students. Attitudinal learning activities can be augmented for those students who require support in order to achieve the defined behaviors. Teachers are also encouraged to note activities which were received with enthusiasm and those which required further development. The curriculum is personalized and shaped to meet the needs of most teachers and students.

3) **Culminating Concept Evaluation Activities** are included in the curriculum. Cognitive tasks, including paper and pencil activities, are used to evaluate content learning. Question activities are written which require students to respond at different cognitive levels. Questions of knowledge, application interpretation, analysis, and synthesis are used to make the paper and pencil tasks more interesting and viable. Open-ended evaluation sheets for students to complete are also included at each grade level. Students are invited to actively participate in providing feedback about information and activities. In this way, the curriculum is shaped by the students to meet the needs of future students.

4) A tearout **Evaluation Form** is provided at the back of each curriculum booklet. Teachers are asked to fill out this form when they have completed their Drug Education Unit and return it to the Bureau of Drug Education, New York State Education Department. The form solicits the reactions of teachers to the Curriculum Guide and opinions which students provided through evaluation activities in the curriculum. These forms will be used by the Bureau to guide the preparation of future guides.

EVALUATION REFERENCES

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TO THE TEACHER: HOW TO USE THIS GUIDE

Each grade level Drug Education Curriculum Guide is divided into three sections: 1) an introductory section, 2) instructional units and 3) appendices.

The **INTRODUCTORY SECTION** provides teachers with necessary background information for the successful implementation of the instructional program. Introductory material is page-numbered with lower case Roman numerals.

The **INSTRUCTIONAL UNITS** include a preliminary materials list and three to four concepts, each with two or more objectives, sequentially arranged, and one or more activities per objective. Accompanying worksheets, illustrations, etc. are contained within the instructional units.

The **APPENDICES** include a variety of reference materials of interest to teachers and other school staff. A glossary of terms is included in grades 5-Senior High. Other appendices, formerly included in each booklet, are now available as separate, periodically updated, bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department.

It is recommended that teachers use a procedure similar to the following when using this guide:

- Read through the introductory section to gain a thorough understanding of the task to be undertaken, not only within the classroom, but also on a broader scale.
- Scan the instructional units and appendices to get an overview of what they include.
- Identify any weaknesses in personal preparation for teaching basic material and initiate plans to help strengthen these weaknesses.
- Talk to other teachers, staff, etc., to gain perspective on district goals and plans or to stimulate the development of these where they are in need of augmentation or revision.
- Discuss with previous and later-grade teachers, and with the Coordinator, the objectives that need emphasis in your particular grade or class, to insure that district priorities are met, that the K-12 program has continuity, that your time is used efficiently and that related subjects are taught in a manner supportive of the curriculum.
- Plan your activity schedule. Determine the time available by reference to district priorities, the total school health curriculum, identification of overlapping objectives with other areas of health and possibilities for integration of material with other subjects.
- Based on the characteristics of the class, the materials available to you and your personal judgement, select the activities you will use from those suggested. Note that each concept includes a Culminating Concept Evaluation Activity at the end. Where this is to be used, students need to be involved in activities that will enable them to perform the required task.
- Meet with the school librarian or resource center supervisor to discuss materials required. Determine if they are already available or if they may be acquired and how long it will take to acquire them. This should be done several months before the materials are needed, as some distributors, such as the National Clearinghouse for Drug Abuse

Information require some time to respond to orders. Of course, district deadlines for spending must also be considered. If all teachers can consolidate and prioritize their materials requests before submission to a librarian or purchase agent, it will insure fairness, and identification of those materials most important to the program.

- Enlist the help of the Health or Drug Coordinator to identify the resource persons and agencies you will use and call, write or visit them--whichever is most appropriate--to discuss your needs and mutual schedules. This is best done as a cooperative activity of all relevant school staff, coordinated and assisted by the Coordinator.

Teachers will recognize many of the concepts and objectives contained in this curriculum as basic to the development of the child and preparation for life and learning in its broadest sense. The goals of positive self-image, self-confidence, self-discipline and self-motivation for students should permeate all school programs and every teaching-learning situation; they should not be seen as "drug education" or "health education" goals alone. They are specifically and purposefully expressed and integrated here, because educational research has demonstrated that drug education programs which focus primarily on content, without adequate attention to motivations and other psychosocial factors, are not effective in preventing drug misuse and abuse. Content-oriented drug education programs may even promote student involvement in the drug scene.

The attitude a teacher conveys makes a deeper and longer-lasting impression on students than all the factual statements in a text or pamphlet. We all teach more by the kinds of people we are than by the teaching we do; no matter what content the teacher is teaching, the student is feeling an emotional response and learning an attitude as well. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on students. Teacher awareness of these factors can greatly increase the long-range effectiveness of any instructional program.

A SAMPLING OF TEACHING METHODS

The methods you use in drug education will make all the difference between classes that are boring, alienating and ineffective in preventing drug-related problems and classes that will get students actively involved in learning and doing things that will give them the facts they should know to make responsible decisions about drug use, while helping them to develop an understanding of health, motivations and behavior.

A variety of methods will make it easier to adapt to individual differences among students. No one method or procedure is suited to every objective or purpose, i.e. a method that is appropriate in one learning situation may not work in another.

The following teaching methods are offered as a pedagogical assortment from which the teacher may choose and adapt those best suited to his or her talents, the classes taught, and the objectives selected.

FEELING CIRCLE

The Feeling Circle is particularly useful with elementary pupils. It can be used as a sharing or problem-solving method for the class, a group or an individual pupil. A small group sits in a circle, usually with the teacher as discussion leader, sharing reactions and ideas.

The feeling circle gives the teacher an opportunity for developing pupil skills in self-expression, listening to others, taking turns, attending to and remembering what was said, and learning to think before they speak, among others. Pupils learn, as a result, to express their feelings, needs and ideas in ways that are socially acceptable and thus effective for them.

BRAINSTORMING

Brainstorming can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming develops an awareness of a range of possible alternatives, often bringing out some very useful suggestions. An important element of brainstorming is that the students themselves have provided the suggestions: they are active participants in the learning experience.

Brainstorming can be done as a full class or small group activity. The procedure is described below. It is suggested that the teacher introduce the process to students using a simple example, such as the one given in #3.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide the class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many ways as they can to celebrate a birthday. The recorder lists these on the paper.

4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Decide which ideas can be put into effect.
8. Select a planning committee to combine ideas.

As a followup to the activity, ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Were many good ideas expressed?
3. Can you think of other times we might use this method of sharing ideas in the class?

LECTURE-DISCUSSION

A drug education program that relies heavily on lectures, whether presented by the teacher, an outside resource person or through media, will not be effective in meeting the goals of prevention. When used properly, however, the lecture-discussion method may be the best way to handle a particular objective.

Lecture-discussions may be used to present case studies, hypothetical situations, critical issues or other motivating topics to arouse student interest and set the stage for student activities that follow. Demonstrations may also be included, such as one given by hospital personnel of life-saving techniques. Wherever possible, background information about drugs and drug-related topics should be researched by the students themselves, rather than presented in lecture format by the teacher. The teacher's role is to guide student activity, raise questions and evaluate student progress.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions, while also encouraging students to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally-based, question erroneous statements and make authoritative references available to the students.

FISH BOWL

The Fish Bowl is a technique that enables the classroom teacher to create a small group experience without losing the attention of the class. All the students have an opportunity to get involved, have their say, hear how others perceive a situation and decide on a mutually acceptable solution in an orderly, democratic fashion. The procedure for Fish Bowl is as follows:

Step 1. The teacher asks for six volunteers to sit in a circle in the center of the class. (Bean bag chairs are especially good for this activity.)
Step 2. A seventh chair is placed within the circle.
Step 3. The rest of the class stands or sits around the outside of the circle and chair.
Step 4. The six volunteers discuss the problem and say whatever they want to say, while the rest of the class listens.
Step 5. A student on the outside who wishes to say something must sit in the empty chair and wait to be recognized by one of the others in the fish bowl. Once recognized, this student can briefly state whatever s/he wants to add, clarify or question, then must vacate the chair for someone else.

Possible class problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, and interfering with the rights of others.

PROBLEM-SOLVING/CONFLICT RESOLUTION

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict that is mutually agreeable and allows everyone involved to feel satisfied, one must learn how to communicate without demeaning another. The problem-solving methods described below can be used in any conflict situation to help acquire decision-making skills.

Traditional Model for Problem-Solving:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.
Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.
Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.
Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.
Step 5. Choosing a Solution: Finally, participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

Force-Field Analysis Model:

Another process that can be used in conflict resolution is the force-field analysis. In any conflict situation there are opposing forces. Some of these forces help an individual to move toward a desired goal. Other forces may interfere with goal attainment. In a force-field analysis, the individual analyzes the forces that are operating, examines advantages and disadvantages of courses of action, evaluates them, and decides whether or not to pursue the goal. The steps in using the force-field analysis include:

A SAMPLING OF TEACHING METHODS, CONT'D

Step 1. Divide a piece of paper into four columns.
Step 2. In the first column, write the conflict or problem which exists.
Step 3. In the fourth column, write the goal that you wish to reach.
Step 4. In the second column, list the forces (advantages) which operate to support goal attainment.
Step 5. In the third column, list the forces (disadvantages) which operate to interfere with goal attainment.
Step 6. Identify the consequences of each advantage and disadvantage.
Step 7. Evaluate the advantages and disadvantages in terms of gains and risks.
Step 8. Choose a plan of action that includes goal attainment, rejection of the goal, or changes in the goal as originally stated.

ROLE-PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role-playing provides an excellent method to help students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-playing activity, discuss what occured in the role-play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity, discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals. Plays and stories may be enhanced by being open-ended, allowing students to provide alternative answers or endings.

SENTENCE STEMS

Sentence stems are found in a number of places in the curriculum, but may also be created by the teacher or by students. The purpose of a sentence stem is to draw out a reaction, facilitating self-expression and communication. Sentence stems may be used as discussion starters; to increase awareness of individual similarities and differences; or to obtain class reactions to activities, events, etc. A very useful sentence stem for evaluation of a curriculum activity is the "I learned..." statement, which students may complete at the end of the activity.

A SAMPLING OF TEACHING METHODS, CONT'D

RESEARCH

All students need to learn the skill of accessing accurate, reliable information as a basis for making decisions throughout life. While research activities should not become a major focus of the curriculum, it is necessary for students to learn where to go to obtain information on a topic, how to interpret what they read (or hear), and how to communicate to others what they have learned. Research activities should make students aware of a broad range of information sources - community and government agencies, people with specific expertise, newspapers, government reports, journals, books, pamphlets, television and encyclopedias. The information students obtain can be shared through oral or written reports, discussions or student-constructed visuals.

INTERVIEWS

Interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Since the purpose of an interview is to obtain, record and report opinions and information accurately, students learn social and communication skills through this process. Where interviews involve family or friends, students frequently gain insights regarding human behavior which they may not have obtained in less-controlled circumstances.

Teacher direction and asistance may be necessary to help students form clear, unbiased and relevant questions for their interviews, and interpret objectively the information obtained.

SURVEYS

A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class. Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a follow-up thank-you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher or a resource person. Preplanning for experiments includes: making scientifically sound selections that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results. These activities should be coordinated with the science program to prevent duplication.

A SAMPLING OF TEACHING METHODS, CONT'D

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes. Student-constructed visuals may also play a major role in reinforcing the program outside classroom walls, obtaining needed community support for the program.

LEARNING CENTERS

Grades 2-6 of the Drug Education Curriculum each contain a set of learning center activities.

A learning center consists of a series of child-centered stations, each of which develops skills and knowledge around a specific topic. Students are active, independent learners as they work through interesting activities prepared for them at their level.

Every learning center has the following elements:

1. Name reflecting the topic of the center.
2. An attractive attention-getting, visual presence.
3. Tasks written on activity cards in a clear, concise manner explaining to the students what they will do and how they will do it.
4. Materials needed for the tasks.
5. An evaluation and record-keeping system to monitor pupil progress.

The learning center can be constructed on a bulletin board, or separate tables can be used as task centers. At least one table is necessary to hold resource materials, task-related materials, and completed projects.

Students can work through learning centers independently or in groups. Students may complete all tasks, or just certain tasks, depending on the directions given by the teacher. They may work at a center during an assigned time or whenever they have free time. The methodology is flexible and can be readily adapted to suit the needs of students and teacher.

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12

In the outlines presented on the following pages, Roman numerals represent topics addressed by curriculum concepts and letters represent the topics addressed by objectives under these concepts. The purpose here is to give an overview of the major topics and their sequence in the curriculum, rather than an outline of concepts and objectives, making quick reference and comparisons relatively easy.

KINDERGARTEN

I. Self-Image, Feelings and Tolerance
   - A. Identifying and expressing feelings
   - B. Ways we are each unique
   - C. Ways we are the same
   - D. Accepting feelings of others

II. Group Membership
   - A. Family membership
   - B. Responsibilities toward family members
   - C. Group participation
   - D. Need for rules

III. Responsibility for Health
   - A. Safe vs. unsafe things to eat
   - B. Health helpers
   - C. Health decisions

GRADE ONE

I. Self-Image and Communication Skills
   - A. Expressing uniqueness
   - B. Identifying situations that make us feel important
   - C. Recalling and sharing success experiences
   - D. Sharing and accepting feelings
   - E. Sharing and accepting decisions

II. Responsibility for Feelings and Actions
   - A. Changing feelings
   - B. Identifying uncomfortable feelings
   - C. Handling unpleasant situations

III. Making Healthy Decisions
   - A. Safe use of substances
   - B. Recognizing poisons
   - C. Rules regarding dangerous substances
   - D. Making healthy choices

GRADE TWO

I. Making Choices to Meet Needs
   - A. Needs vs wants
   - B. Forming habits

II. Self-Image, Social Interactions and Responsibility
   - A. Responsibility for feelings and actions
   - B. Family membership and support
   - C. Class membership and support
   - D. Solving classroom problems
   - E. Importance of classroom rules
   - F. Setting rules and determining consequences for breaking rules

III. Body Balance and Health
   - A. Definition of balance
   - B. Feeling body balance
   - C. Body parts and functions
   - D. Maintaining a healthy body

IV. Wise Use of Substances
   - A. Identifying well vs sick feelings
   - B. Definition of medicine
   - C. When to take medicine
   - D. Persons from whom we should take medicine
   - E. Rules for taking medicine

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE THREE

I. Self-Image and Responsibility for Risk-Taking
   A. Improving our own self-images
   B. Feelings about success
   C. Risk-taking, alternatives and consequences
   D. Changing decisions
II. Group Dynamics
   A. Recognizing group influences
   B. Speaking and listening in groups
   C. Supporting group members
   D. Ways of solving group problems
   E. Making a group decision
III. Body Balance and Health
   A. Body systems and functions
   B. Relating body balance to internal and external body environments
   C. Feelings which affect balance
IV. Assuming Personal Responsibility for Health
   A. Habits affecting present and future health
   B. Importance of assuming personal responsibility for health
   C. Setting personal goals for protecting health

GRADE FOUR

I. Appropriate Uses for Drugs
   A. Definition of "drug"
   B. Differences among prescription, over-the-counter and illegal drugs
   C. Medical uses for drugs
   D. Prescriptions
   E. Labels
   F. The pharmacy (Learning Center)
   G. Comparing contemporary medications with past medications
II. How Emotions Affect Health
   A. Awareness of emotions
   B. Feelings that bring discomfort
   C. Sickness as a means of dealing with problems
   D. Ways to change emotions
III. Communication Skills and Problem-Solving
   A. Practicing communication skills
   B. Responsibility for feelings
   C. Practicing problem-solving
   D. Risk-taking, consequences and alternatives
   E. Solving dilemmas
IV. Setting Personal Health Goals
   A. Importance of learning facts before making decisions
   B. Identifying habits hazardous to health
   C. Importance of valuing health
   D. Setting personal goals and recording progress

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE FIVE

I. Drug Use and Body Balance
   A. How various categories of drugs affect body balance
   B. Differentiating use, misuse and abuse of drugs
   C. The cycle of dependency and tolerance
   D. Reasons for substance misuse and abuse
II. Drugs and Society
   A. General advertising techniques
   B. How advertising influences drug-buying
   C. Techniques used to sell drug products
   D. Prevalence of drug use
III. Problem-Solving and Decision-Making
   A. Comparing and choosing techniques
   B. Implementing decisions assertively
IV. Group Dynamics
   A. Friendships
   B. Peer groups
   C. Dependency needs
   D. Listening skills in group situations

GRADE SIX

I. Drugs and Human Needs
   A. Valid sources of information
   B. Psychoactive drug classifications
   C. Marijuana (Learning Center)
   D. Relationship of needs to substance abuse
II. Personal Decisions Regarding Drug Use
   A. Relating maturity to ways of handling feelings
   B. Effects of feelings and attitudes on decisions
   C. Evaluating decisions regarding psychoactive drug use
   D. Double standards
   E. Setting personal goals for maintaining health
III. Drugs and Society
   A. Substance use and alternatives in managing daily problems
   B. Substance misuse and abuse as concerns of society
   C. Controls on the purchase, possession and use of substances
IV. Alternatives to Drugs
   A. Mood changes as a part of everyone's life
   B. Identifying things to help us feel good
   C. Risk-taking, consequences and alternatives
   D. School and community resources

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

JUNIOR HIGH

I. Maintaining the Homeostasis of the Body
   A. Environmental factors
   B. Psychoactive drugs
   C. Prescription and over-the-counter drugs
   D. Drug use and pregnancy
II. Drugs and Society
   A. Advertising and drugs
   B. Legal aspects of substance use, misuse and abuse
III. Motivations for Drug Use
   A. Individual reasons for using or abusing drugs
   B. Progression from experimentation to abuse
   C. Effects on performance
   D. Reasons for continued drug use by individuals
   E. Constructive alternatives
   F. Breaking Habits
IV. Communication Skills
   A. Importance of clear communication
   B. Practice communicating feelings and needs
   C. Practice listening and receiving messages
   D. Dynamics of peer pressure and drug use

SENIOR HIGH

I. Effects of Drugs on the Homeostasis of the Body
   A. Major classes of drugs (review)
   B. Effects of drugs on the neuron and the brain
   C. Tension and body balance
   D. Substance use and body balance
   E. Drug interactions
   F. Drug dependence, tolerance and withdrawal
   G. Drugs and driving
   H. Drugs and pregnancy
II. Drugs and Society
   A. History of drug use
   B. Relationships among industry, controls and society
   C. Social policies regarding drug use
   D. Effects of drug abuse on society
   E. Viewpoints
III. Communication Skills:
   A. Stating feelings and needs constructively
   B. Communication dynamics in groups
   C. Communication dynamics in relationships
   D. Effects of substance abuse on relationships
IV. Motivations and Alternatives
   A. Changing modds and feelings
   B. Identifying alternative activities
   C. Dealing with distress and pressure
   D. Practice decision-making
   E. How substance use decisions influence life style and life span
   F. Developing a model of a life-long plan for health
   G. Identifying sources of help and support in the community

CHARACTERISTICS OF EARLY AND LATE CHILDHOOD

Early childhood extends from two to six years, and late childhood extends from six years to the time of sexual maturity. The period of childhood is marked by growing independence. As the child leaves the home environment and enters school, new expectations and pressures result in changes in patterns of behavior, attitudes and interests.

EARLY CHILDHOOD

Certain characteristics of early childhood set it apart from other periods. Perception dominates thinking. In order to learn that things are not always what they appear to be, the child reaches out to touch and to experience people and objects in the environment. Rapid developments in language patterns and vocabulary help the child to communicate freely with peers and adults, and permit the child to express personal experiences and ideas about family and possessions.

As the child is placed in play and work groups, the needs and ideas of others begin to counteract the egocentrism and self-involvement characteristic of this period. Cooperative play evolves, and the child learns that sharing gains social approval and emotional support from peers and teachers.

Early childhood represents a period of heightened emotions. Children feel they are capable of accomplishing more than they are permitted to do. Anger and frustration develop when they are thwarted in their attempts to reach a goal. Children express spontaneously their emotions - anger, fear, jealousy, joy, affection, sadness - and need to be given time to share these feelings with their peers. Role-playing, creative dramatization, identification with storybook characters and simple discussion help children to express their feelings, and understand the feelings of others.

LATE CHILDHOOD

Late childhood corresponds to elementary school age. It is the time when the child is expected to acquire the foundations of learning that are considered essential for successful adjustment to later life. Failure to master the tasks assigned to this period results in feelings of inferiority and insecurity. Self-help skills (caring for personal needs), social skills (respect for others), school skills and play skills are developed. The child moves through a period of concrete operations where language is used increasingly to represent experiences and ideas. Listening, speaking, reading and writing develop rapidly as the child learns from adults, peers, books, magazines, television - everything in the environment.

The period of late childhood has been called "The Gang Age." Play groups are formed in which members are usually of the same age, sex and grade level. The child eats lunch, plays games and sports, and moves through the neighborhood and school with this special set of peers. Within the group, there are frequently shifting patterns of leaders and followers, and quarreling, boasting and bossiness are frequent verbal behaviors. It is a time of strenuous physical play where skill is held in esteem.

Children who are not accepted as members of a group must frequently find solitary amusements. Because social acceptance is a central role in the child's life, the degree to which the child feels accepted or rejected can influence social patterns now and in later life.

As the child matures, more control over the outward expression of emotions occurs. Acceptable and unacceptable forms of expression are assimilated, although concepts of positive and negative behavior are generalized to new situations. Misbehavior at school and with friends is used to win peer approval and to assert independence from adult authority. Older children are aware of religious, social and socio-economic status, and usually accept the cultural stereotypes passed to them by adults toward these situations. Only through exposure to alternative ideas and attitudes can the child clarify personal values.

During childhood, the child is expected to assume added responsibilities in school and at home, and success in handling responsibilities (especially those which significant people consider important) will add to a sense of well-being. Achievement, acceptance by others, and affection will help the child experience security and happiness during these formative years.

DEVELOPMENTAL TRAITS 5-8 YEAR OLDS (GRADES K-3)

1. By the age of 6, the average child has attained 43% of physical adult size while the brain and central nervous system have attained 90% of their size. Of course growth of the child will continue to occur, but the increments will be much smaller.
2. The children of this age group are now beginning and will continue to learn skills for ordinary games. Socialization with peer groups in game situations is important, as is socialization in the classroom setting.
3. It is at this time that children begin to formulate and develop conscience, a sense of morality, and a scale of values. By the age of 11 or 12, these items will be well-ingrained into the personality of the child and are likely to remain relatively unchanged.
4. The learning of culturally appropriate psychosexual roles begins to take place in earnest during this time period.
5. The achievement of personal independence begins to take place. The child entering school experiences a suddenly expanded "world" -- from his or her home to the neighborhood, then to the community. No longer is the child content to remain in his or her previous world, namely home and family.
6. The child will begin to evaluate himself/herself in terms of the school standards and the standards of his or her school peers. Self-concept will be modified from the image set previously by his or her parents and siblings. This receptiveness makes the child amenable to "affective" health education, an occasion perhaps never to be duplicated in later years.

DEVELOPMENTAL TRAITS OF 9-12 YEAR OLDS (GRADES 4-6)

By the time a student reaches the 4th grade, he or she is most likely to:

1. Show an increasing concern for group recognition and approbation.
2. Reject standards of home in favor of those of peer group or a clique.
3. Become a member of some secret society or social club.
4. Fluctuate between a need for independence and for dependence.
5. Be inconsistent and variable in regard for parents.
6. Be torn between loyalty to home and allegiance to peers.
7. Take good health for granted and become concerned only on those occasions when an illness threatens to interfere with activities.
8. Lack maturity of judgment.
9. Greatly increase interest in facts of all kinds and show a desire to extend intellectual as well as physical horizons.
10. Be critical of explanations of scientific phenomena, often demand evidence, and be alert to the claims of propaganda.

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KINDERGARTEN

MATERIALS LIST

TEACHER RESOURCES: The following materials are examples of references that provide further background and additional activities for the classroom. It is expected that this suggested list will be modified by teachers as they work with the curriculum. Prices (1980) are subject to change.

American Cancer Society. An Early Start to Good Health, Unit I - My Body. Contact your local Cancer Society for loan information.

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. $11.95.

Gnagey, Thomas and Patricia Gnagey. The Turtle and His Friends. Ottawa, IL: Facilitation House, 1970. $4.00.

U.S. Consumer Product Safety Commission. A Guide to Teaching Poison Prevention in Kindergarten and Primary Grades. Washington, DC: U.S. Government Printing Office (SN 052-003-00257-4). $1.25.

SONG AND STORYBOOKS SUGGESTED FOR SUPPLEMENTARY ACTIVITIES:	SEE PAGE(S):
Aliki. My Five Senses. Thomas Y. Crowell Co., 1962. $6.89.	8
Keats, Ezra Jack. The Trip. Englewood Cliffs, NJ: Scholastic Book Services, 1978. $1.75	4
Lionni, Leo. Swimmy. New York: Pantheon Books (Division of Random House), 1964. $5.99.	4
McGovern, Ann. Feeling Mad, Feeling Sad, Feeling Bad and Feeling Glad. Englewood Cliffs, NJ: Scholastic Book Services, 1977. $1.25.	17
Mister Roger's Songbook. New York: Random House, 1970. $4.95.	4, 18
Riley, Susan. Angry. Elgin, IL: The Child's World, 1978. $5.50.	17
Sendak, Maurice. Where the Wild Things Are. Englewood Cliffs, NJ: Scholastic Book Services, 1970. $1.95	4
Sharmat, Marjorie Weinman. I Don't Care. New York: Dell Publishing Co., 1977. $1.50.	4
Showers, Paul. The Listening Walk. New York: Thomas Y. Crowell Co., 1961. $6.89.	8
Simon, Norma. How Do I Feel? Chicago, IL: Albert Whitman & Co., 1979. $5.95.	17
Surowiecki, Sandra Lucas. Joshua's Day. Chapel Hill, NC: Lollipop Power, Inc., 1977 (Second Edition). $2.15.	8
Wilt, Joy. You're All Right. Rolling Hills Estates, CA: B.L. Winch & Associates, 1978. $5.25.	8
Zolotow, Charlotte. The Hating Book. Englewood Cliffs, NJ: Scholastic Book Services, 1974. $1.25	17

KINDERGARTEN

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will identify and express a variety of feelings they have in different situations.	ACTIVITY 1. Feelings Illustrations Collect a series of pictures which depict emotions. Examples of emotions which may be shown: happiness — sadness fear — anger embarrassment — surprise Have the children describe how the characters in the pictures are feeling and provide a reason why they think each character feels the way s/he does.	Materials: Magazine pictures depicting emotions	Oral Expression
	ACTIVITY 2. Sentence Stems Ask children to complete sentence stems such as the following: I feel good when -- I feel happy when -- I feel angry when -- I feel afraid when -- I feel worried when -- Ask the children to draw a picture illustrating how they felt at one of these times.		Oral Expression Art
	ACTIVITY 3. Feelings Card Game a. Have children draw faces on cards that represent emotions such as anger, sadness, happiness or fear.	Materials: Stiff paper for cards Scissors Crayons or markers	Art

(Cont'd on next page.)

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. (cont'd) b. Play a card game with the children. Ask children to display the face which represents how they might feel when: - it's play time at school - they are going to see a movie - their favorite toy is broken - they have to go to bed - their room is dark at night - they are going out to dinner - they have an upset stomach - their dog is gone Other situations and illustrations may be added. Give the children time to talk about their choices.	Materials: Student-made game cards	Oral Expression
TEACHER INFORMATION In order to promote good health, keep the dress-up corner furnished with washable or disposable paper clothes.	ACTIVITY 4: Role-Playing Have children role-play how they behave when they feel different ways, such as angry (scream, stomp feet, slam doors, throwing things, etc.); sad; afraid. Have them talk about times when they feel these emotions.		Oral Expression
	ACTIVITY 5: Super Me Puppets Procedure: a. Using posterboard, make "feeling cards." On each card write a word which describes a feeling, and illustrate the word with a cartoon face. Place cards in a paper bag. (Cont'd on next page.)	Materials: Posterboard, or similar material Markers Scissors Photographs (from students) Straws Staples Drawing paper Paper bag	Oral Expression Reading Readiness

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 5. (cont'd) b. Have children bring in disposable photographs of themselves. Help them make "Super Me" stick puppets by stapling a cutout photograph of each child to a straw. Children who do not have photographs can draw pictures of themselves. c. Have each child choose a feeling card from the paper bag and use his/her stick puppet to tell the class about a time s/he had the feeling shown on the card and what happened to cause the feeling.		
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 6: Music Time Teach the children songs to sing about feelings.	Teacher Reference: Mister Roger's Songbook: Songs: "Just for Once" "The Clown in Me" "Wishes Don't Make Things Come True"	Music
	ACTIVITY 7: Storybook Reading Read the children a story, and have them listen for and discuss the emotional reactions of the story characters.	Storybooks: Swimmy by Leo Lonni The Trip by Ezra Jack Keats Where the Wild things Are by Maurice Sendak I Don't Care by Marjorie Weinman Sharmat	Listening Oral Expression
	ACTIVITY 8: Personal Adjustment through Nature Study Use stories and activities from The Turtle and His Friends to integrate self-understanding with an appreciation and caring attitude for nature and animals and lay a foundation for both personal adjustment and conservation of natural resources.	Teacher Reference: The Turtle and His Friends by Thomas by Gnagey & Patricia Gnagey	Science Humane Treatment of Animals Listening

GRADE K CONCEPT 1

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will share some unique and positive characteristics about themselves.	ACTIVITY 1. Silhouettes Create a silhouette for each child. Have the child stand sideways in front of a strong light source (overhead projecter, flashlight). The shadow profile can be traced on a piece of construction paper. Have children add facial details and color in clothing. Write children's names on their silhouettes and display on a bulletin board.	Materials: Source of strong light Crayon or marker Drawing paper	Art
TEACHER INFORMATION Some children may have difficulty identifying unique characteristics about themselves. Support these children by helping them to identify their unique and positive traits.	ACTIVITY 2. We Are Special Seat the children in a circle. Ask them to think about one thing that makes them special. It may be something they do, an experience they have had, or a way they act. Ask each child to share some way in which s/he is special.		Oral Expression
TEACHER INFORMATION In discussing children's attributes, choose those that are least likely to cause anxiety. Many children are sensitive to height, weight, religious, ethnic and socio-economic differences. Be prepared to describe a special feature for those children in a sensitive manner.	ACTIVITY 3. I See Me Have children look at their faces in a mirror. Have them notice their features and expressions as reflected in the mirror. Ask the children to share a special feature or expression which they like about themselves. Then have each child draw a self-portrait from the mirror reflection.	Materials: Hand mirrors for each child Drawing paper Crayons or markers	Oral Expression Art

GRADE K CONCEPT I

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE C The students will talk about some ways in which we are the same. TEACHER INFORMATION It is important for children to recognize those things common to all. Most of these will comprise basic human needs, as for food, sleep, a home and someone who cares. Within a particular classroom, many children will have similar experiences and competencies as well. The experience chart activity offers an opportunity for children to become aware of ways in which they are all alike, promoting a sense of belonging and awareness of their needs. It also helps them discover some differences they may not have recognized before.	ACTIVITY 1. We Are Alike Discuss with the students the ways in which everyone is alike. List their ideas on an experience chart. Have the students illustrate the chart. (See p. 20, Teacher Information, for further explanation of an experience chart.) ACTIVITY 2. Quiet Time Experience Vote Have the students sit in a circle on the floor. Explain that they will hear about some things that make people feel good. Ask the children to raise their hands when they hear something that makes them feel good. Each time, they are to look around and see if other children feel the same way. Encourage independent thinking. Examples: - smelling freshly baked cookies - seeing a kite flying in a blue sky - hearing crickets on a summer's night - licking an ice cream cone - running through a sprinkler on a hot day - rolling in snow - petting a cat - lying on a soft bed	Materials: Experience chart paper, if available, or large newsprint paper Marker	Oral Expression Reading Readiness Oral Expression

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. That's Me Read to the class a series of descriptions of things children like to do. Have the children stand when they think they hear a story about themselves and notice those who have similar ideas about themselves. Examples of Descriptions: - These children love sports. They like to play with their friends and have fun. - These children love to paint and draw. They like to show pictures to the teachers and other class members. - These children love to sing and use the instruments. They like to bang the drums and march around in a circle.		Oral Expression
TEACHER INFORMATION Sensory awareness activivities, such as the "Imagination Walk," help children appreciate everyday experiences that can bring good feelings.	ACTIVITY 4. Imagination Walk Have the students sit in a circle. Ask them to close their eyes and use their imaginations to take a "walk." Explain that at the end of the "walk," they will be asked to tell about the part they liked the best. Example of Imagination Walk Story: "It is a warm summer's day. You are walking through a field full of flowers. Smell the flowers. You see some wild, red strawberries growing in the field. You pick some and eat them. They are sweet and juicy. You see a baby rabbit hopping down a path. You follow the rabbit to the edge of some woods. He disappears. The path turns to cool, squishy mud. You take off your shoes and socks and walk through (Cont'd on next page.)		

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

ACTIVITY 4. (cont'd)

it. Feel the mud ooze between your toes. You come to a stream. You sit on a rock and dangle your feet in the water. Some little fish come and nibble at your toes. It tickles. You step off the rock, dry your feet with some soft green leaves, and put your shoes and socks back on. You feel clean. You hear someone call you, and you run to answer.

Have the children tell about the part of the story they liked best. Have the children notice others who enjoy the same part.

SUPPLEMENTARY ACTIVITIES:

TEACHER INFORMATION

This is an appealing book filled with comical illustrations. It should be noted, however, that reference is made to God in several places.

ACTIVITY 5. Storybook Reading

Read to the Children a book designed to build a positive self-concept by affirming the things they have in common as human beings.

Storybook:

You're All Right by Joy Wilt

ACTIVITY 6. Storybook Reading

Read a book to the children that increases awareness of how senses contribute to helping us all feed good.

Storybooks:

The Listening Walk by Paul Showers
My Five Senses by Aliki

ACTIVITY 7. The Day Care Center (Pre-K)

Teachers in a day care setting can read a book to the children about feelings and experiences common to day care center children.

Storybook:

Joshua's Day by Sandry Lucas Surowiecki

GRADE K CONCEPT I

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE D The students will accept the feelings of others that may differ from their own feelings.	ACTIVITY 1. Different Feelings Using the Different Feelings pictures, ask the children to compare the picture characters, and describe how each character feels. Have the children share situations in which they experience similar feelings.	Materials: Different Feelings pictures, pp. 11, 13 and 15.	Oral Expression
TEACHER INFORMATION To begin to accept feelings of others which may be different from one's own is to begin the acceptance of different life-styles and life values. This is important for children learning to get along with others and adjusting to a multicultural society.	ACTIVITY 2. My Feelings Present a series of situations to the children. Have them talk about how they would feel in these situations. Compare their answers. Examples of Situations: - They are going out to dinner instead of playing baseball. - They are alone in bed at night and it is dark. - They got a pair of pajamas for their birthday. - They found a frog in a box on their desks. - They are asked to help set the table for dinner.		Oral Expression

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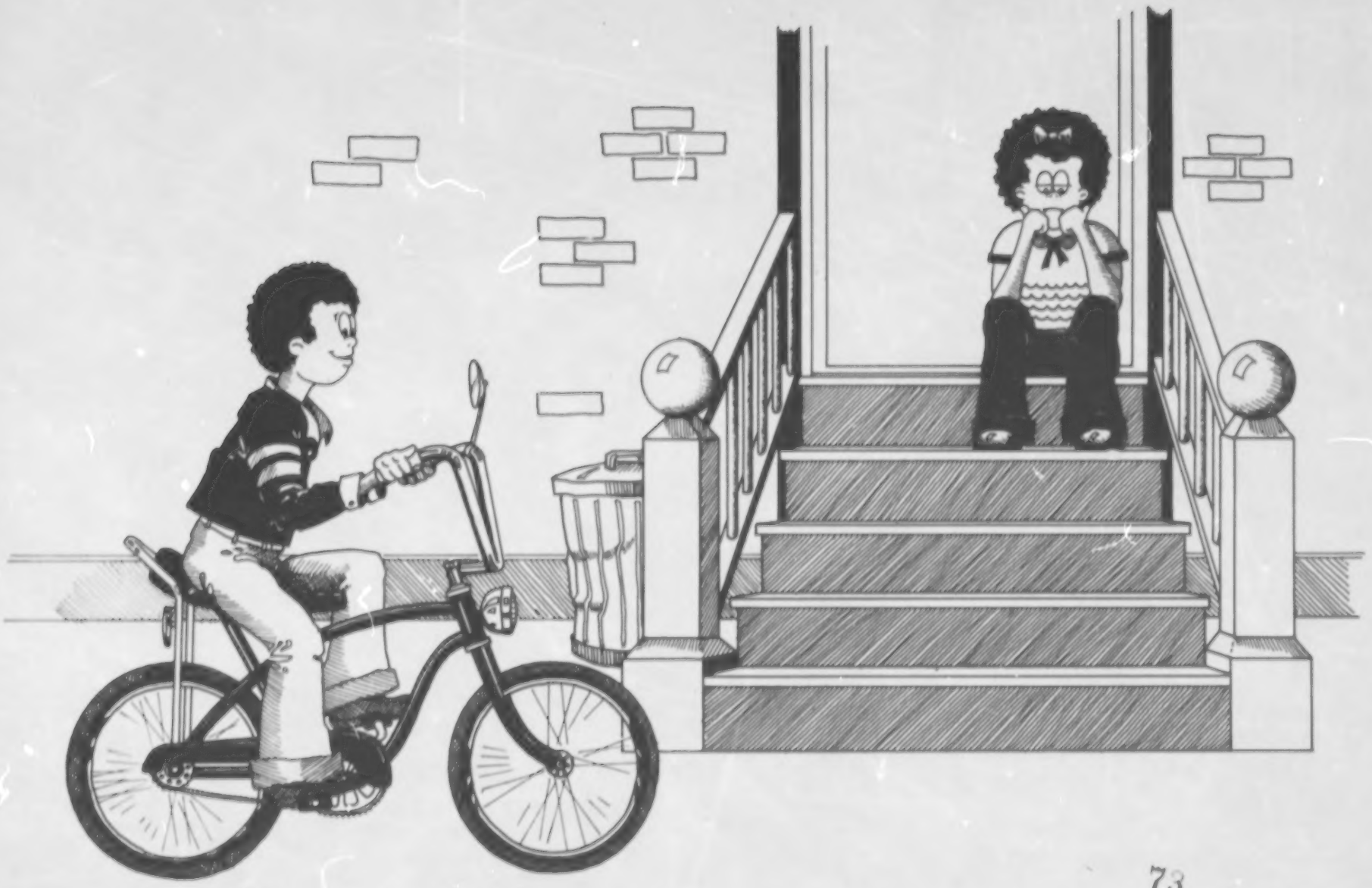
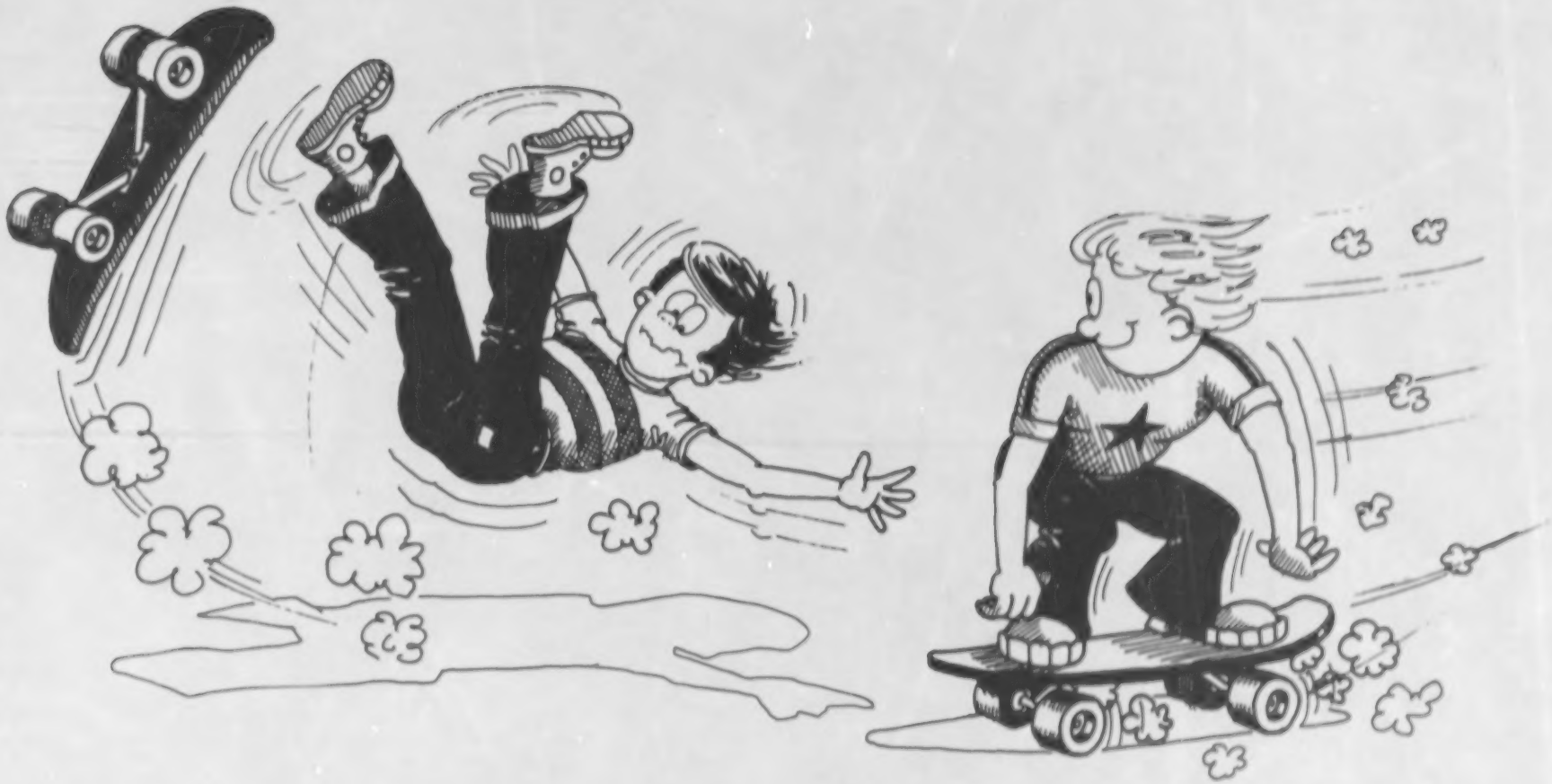
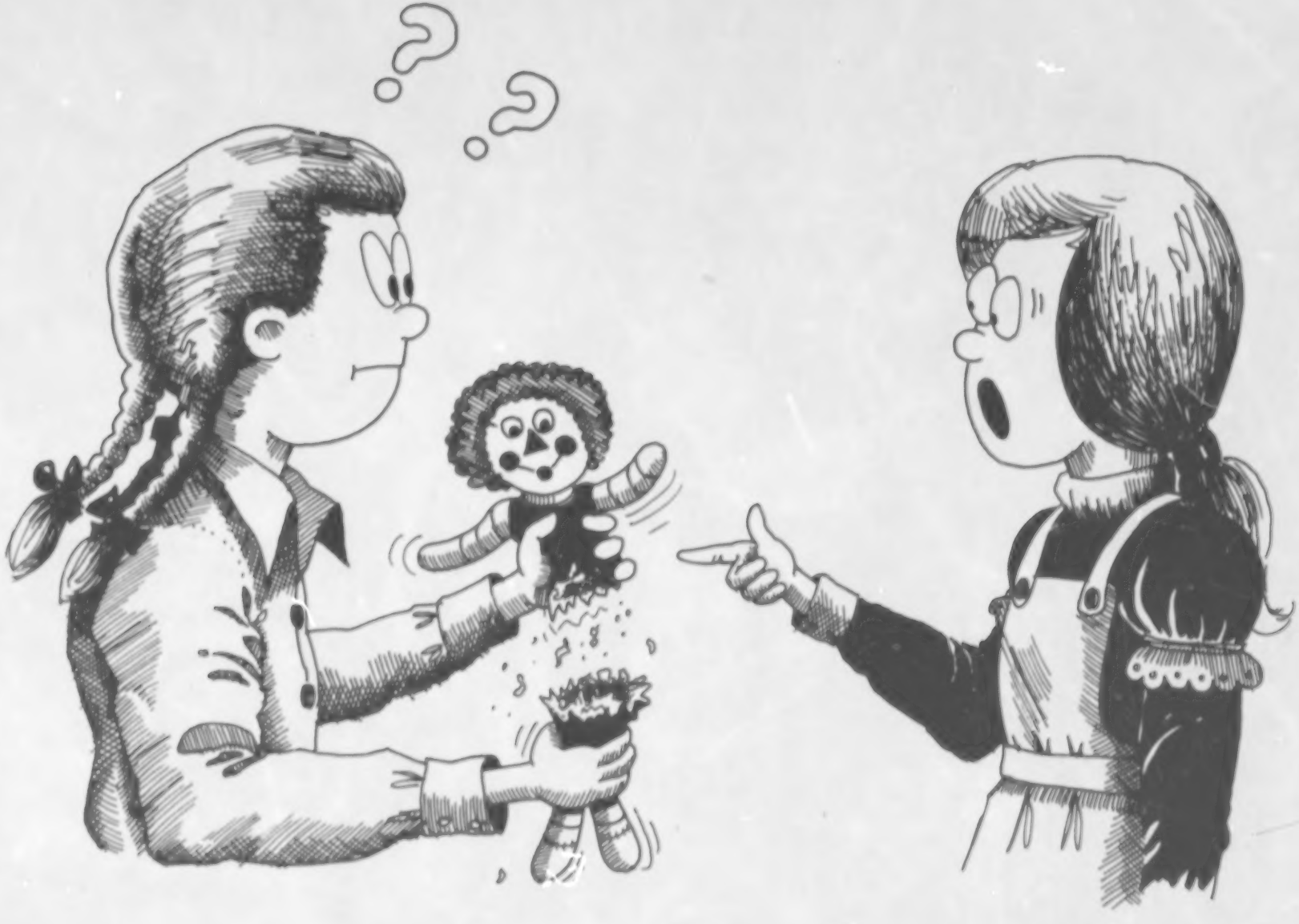
DIFFERENT FEELINGS – PICTURE 1



DIFFERENT FEELINGS – PICTURE 2



DIFFERENT FEELINGS – PICTURE 3



GRADE K CONCEPT 1

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. Let's Pretend Describe a situation to the class in which two or more children are in conflict. Ask the children to role-play an ending for the story. Examples of Situations: - There is a new child in the class. He uses a wheelchair. Tracy welcomes the child and introduces him to Rachel. Rachel makes fun of the new child. - Bobby builds a large tower of blocks in the middle of the floor. Manuel walks carefully around the blocks. Brian kicks the tower over. - Joan, Buddy and Jennifer are playing in the housekeeping corner. Joan and Jennifer begin to fight over a doll. Buddy tries to explain that they should not fight over the toy.		Listening Skills Oral Expression
	SUPPLEMENTARY ACTIVITIES: ACTIVITY 4. Storybook Reading Read the children a story, and discuss the different feelings of the children in the story.	Examples of Storybooks: The Hating Book by Charlotte Zolotow How Do I Feel? by Norma Simon Feeling Mad, Feeling Sad, Feeling Bad and Feeling Glad by Ann McGovern Angry by Susan Riley	Listening Skills Oral Expression

GRADE K CONCEPT 1

CONCEPT: We can learn to improve our self-images and the self-images of others.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 5. Music: Have the children sing about different feelings.	Teacher Reference: Mister Roger's Songbook	Music
TEACHER INFORMATION This activity also helps children begin to build a sight vocabulary.	CULMINATING CONCEPT EVALUATION ACTIVITY: Cut out and display pictures of faces showing the feelings discussed in this unit. Ask the children to identify the illustrated emotions, and list their words under the pictures as they say them. Record words children recalled and words they did not recall. Plan for reinforcement of forgotten words in future activities.		Reading Readiness

GRADE K CONCEPT II

CONCEPT: We are all members of a group.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will demonstrate that they are members of a family. and that "family" means different things to different people. TEACHER INFORMATION For many children, the traditional definition of family includes everyone with whom the child lives. The definition of family is changing, and may include a wide variety of adults. It is important to center on the concern and caring common to all families rather than the individuals who comprise the family. Since the family structure may not be traditional, be prepared to accept the family structures which are described.	ACTIVITY 1. My Family Have the children make a storybook about their families. Each page can illustrate an idea about the family. Photos can also be used. Page One: Pictures of My Family Page Two: Pictures of Things My Family Does Together Page Three: Pictures of My Family During Holidays Page Four: Pictures of My Favorite Family Relatives Page Five: Pictures of My Family on Vacation Page Six: Pictures of Family Pets Letters can be sent home asking the family to work with the child to complete the book. The activity becomes a shared family project in this way. Have the children share their family books and display these on the bulletin board.	Materials: Drawing paper Markers, crayons Photos	Reading Readiness Art

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GRADE K CONCEPT II

CONCEPT: We are all members of a group.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION An experience chart is a cooperative story, written by the teacher from ideas which the children talk about. The experience chart is written in the language of the children. The children can read back the chart, since their ideas and language were used to develop it.	ACTIVITY 2. Experience Chart Have the children talk about tasks which are done at home. On an experience chart, list the tasks described by the children as those which must be done by every family. Have the children illustrate the chart. Examples of Tasks: shop for food / wash the dishes clean the house / take care of me put out garbage / go to work wash the clothes / go to school Ask the children to identify people at home who are responsible for these jobs in their homes, and list these on the chart.	Materials: Experience chart pad, if available, or large newsprint pad	Reading Readiness Art
OBJECTIVE B The students will discuss ways in which they help their families.	ACTIVITY 1. Jobs We Do On an experience chart, list the various chores the children do around the home. Discuss the idea that tasks can be fun, and that they should take pride in their ability to be helpful and to do their tasks well.	Materials: Experience chart pad, if available, or large newsprint pad Marker	Oral Expression
TEACHER INFORMATION Recognizing responsibilities towards family members begins the process of being able to accept responsibilities in other groups.	ACTIVITY 2. Talking Balloons Have each child draw a picture of a favorite task and a least favorite task. Cut out talking balloons. Have the children dictate what they are saying or thinking in each picture for writing on the balloon. Paste the talking balloons on the pictures. Have the children read aloud their talking balloons.	Materials: Talking balloons cut out of drawing paper Marker	Reading Readiness Art

GRADE K CONCEPT II

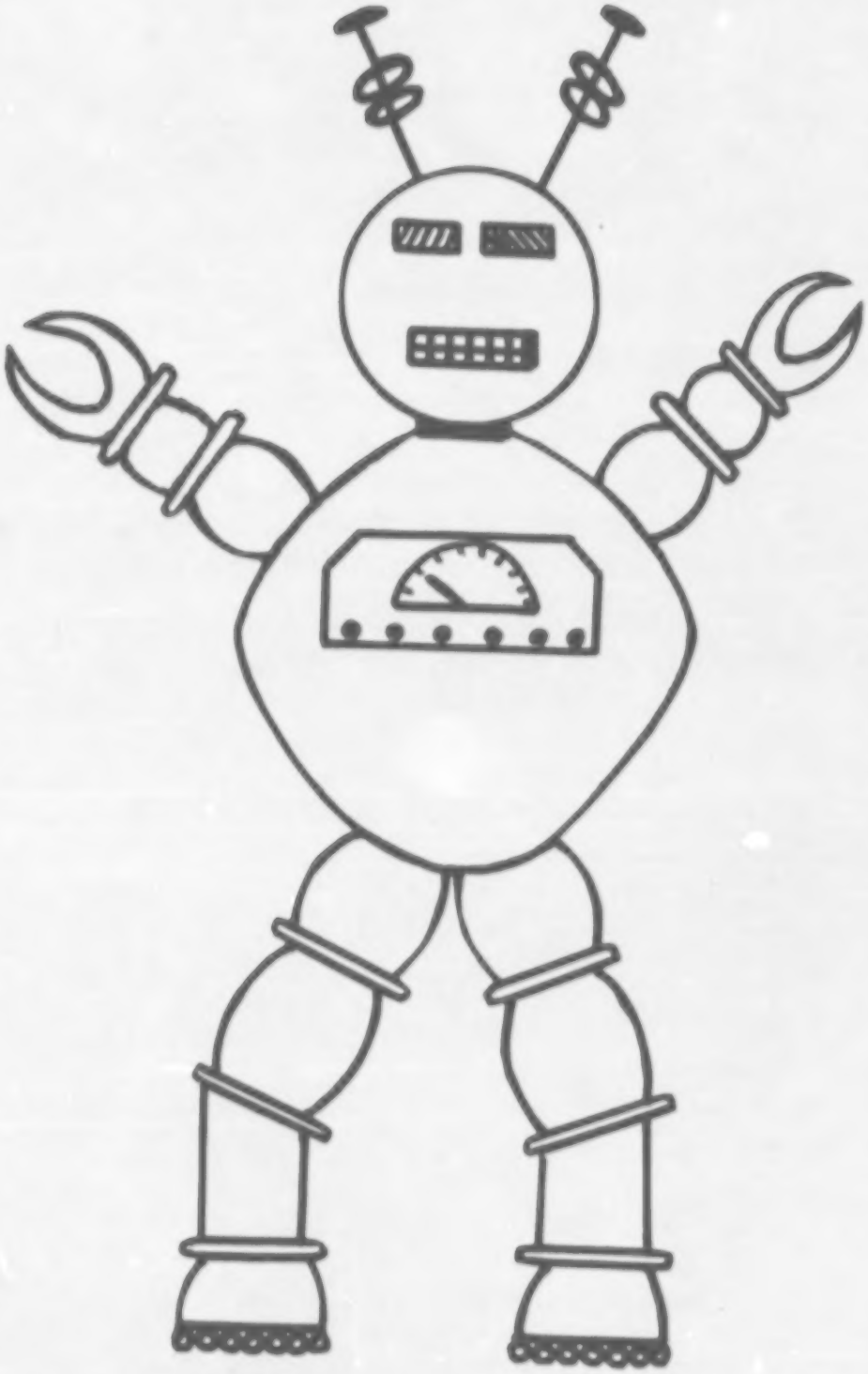
CONCEPT: We are all members of a group.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. Helping Hands Have each child trace a hand and cut it out. Have children draw ways in which they help at home on their hands. Display the hands on a bulletin board.	Materials: Drawing paper Scissors Crayons, markers	Art
OBJECTIVE C The students will participate in a committee project. TEACHER INFORMATION Select one or both of these activities to help children develop abilities to interact with others in a positive way to achieve a mutual goal. Other committee activities may be added or substituted, as preferred.	ACTIVITY 1. School Day Mural-Collage Have the children create a mural-collage about their school day. Each child will draw or collage a representation of himself/herself into the mural-collage doing one favorite thing. Have the mural outline reflect the walls of the classroom. Suggest that the children might illustrate themselves during music, at block building, in the library corner, at the easel, etc. Ask the children to plan what they will do. Allow them to work together on the mural so that there is planning of space and time. The children can be grouped according to the activity they choose to illustrate. When the mural-collage is completed, have the children discuss their feelings while working on the group project.	Materials: Large area covered with newsprint or wrapping paper Crayons, markers, stickers, yarn, tape, colored paper or other materials Scissors	Art
	ACTIVITY 2. Food Buddies Divide the children into small groups. Give each group a large paper plate and some magazines. Have the children cut magazine pictures	Materials: Paper plates Magazines Scissors Paste	Art Nutrition

CONCEPT: We are all members of a group.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	of food and paste them on the plate to create a delicious and healthy meal. Assign each group a different food situation. The children can plan a breakfast, lunch, dinner and an after-school snack. Display the plates and ask children to discuss their food choices.		
OBJECTIVE D The students will recognize that rules are needed if we are to work and live with others. TEACHER INFORMATION Respect for members of a group is reflected in the creation of mutually agreed upon rules to promote safety and success.	ACTIVITY 1. Class Rules Prior to writing a cooperative list of classroom rules, ask children to name the actions which disturb them when they are working. These actions can become the basis for a list of class rules. As an example, if the children complain about loud noise and talking, the rule might record that people work quietly so that everyone can hear directions. After compilation, read them to the children and have the children repeat them back.		Reading Readiness
	ACTIVITY 2. No-Rule Land Using the pattern, Puppet from Outer Space, make a stick puppet. Ask the students to imagine a land where there are no rules. Have the children discuss what life might be like there. Introduce BP9-0, who represents an alien from another planet. Explain that the land from which BP9-0 comes has very different rules. Tell the following short story stems, and ask children to predict the outcome. (Cont'd on page 25.)	Materials: Pattern: Puppet from Outer Space, p. 23. Paper for puppet Marker(s) Scissors Paste or glue Tongue depressor	Oral Expression

PUPPET FROM OUTER SPACE



BP9-0

GRADE K CONCEPT II

CONCEPT: We are all members of a group.

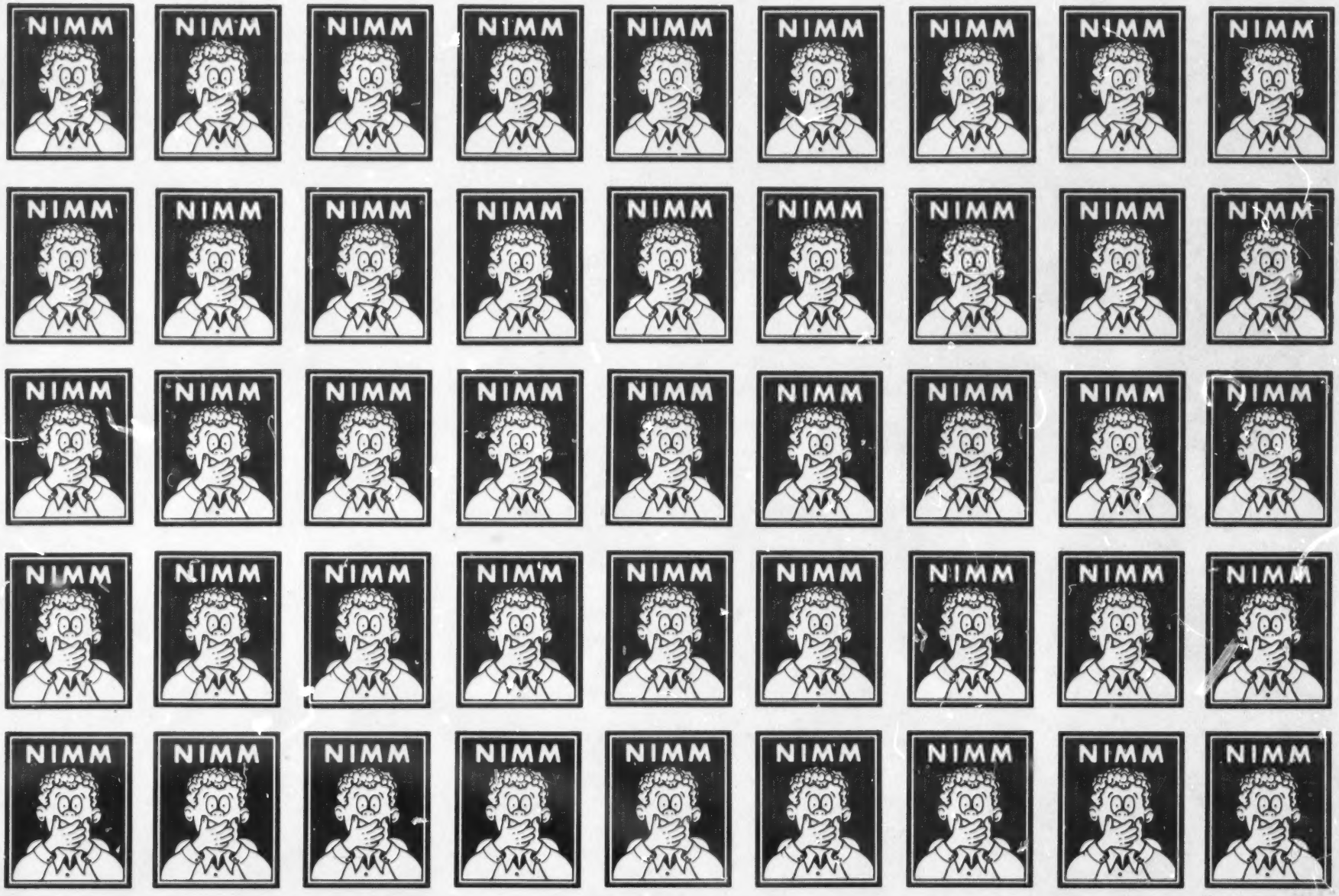
OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. (cont'd) Short Story Stems: - BP9-0 wants to play ball with some children. He takes the ball and won't share it with the other children. What will happen? Can the children play the game? How will the children feel? What can they teach BP9-0? - BP9-0 wants to go to the store. The light is red. He crosses the street without looking. What will happen next? Can BP9-0 hurt himself? Can BP9-0 hurt others? What can the children teach BP9-0? - BP9-0 wants to play with the blocks. He knocks down the children's buildings. He takes all the blocks. What will happen? Can the children play with the blocks? How will the children feel? What can they teach BP9-0?		Safety
	CULMINATING CONCEPT EVALUATION ACTIVITY: Ask the children to talk about the rules they feel are important to remember about working together in a group.		

GRADE K CONCEPT III

CONCEPT: We can do many things to help us have a strong and healthy body.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will discuss why we are careful about what we put in our mouths. TEACHER INFORMATION Early awareness of the danger of ingesting certain substances promotes the development of restraints in the unwise use of more potent substances in later life.	ACTIVITY 1. Safe - Unsafe Place labels and pictures of various items found in the home, including plants, in an open box. Label two other boxes "safe" and "unsafe." Have children sort labels and pictures from the open box and place them in one of the other two boxes, based on whether they are safe or unsafe to put in their mouths.	Materials: Boxes (3) Cut out illustrations and labels	Safety
	ACTIVITY 2. Food Protection Place some foods in the air and leave uncovered overnight. The following day ask students to discuss if they are still good to eat. Discuss the importance of proper care of food and the care that must be taken before tasting foods.	Materials: Pieces of bread, meat, etc. for overnight exposure	Safety Science
TEACHER INFORMATION The Letter to Parents is written so that it may be sent home the day before this activity is to take place, giving parents some time to plan. The children could each be given a sheet of stickers to cut out in class or at home.	ACTIVITY 3. NIMM Introduce NIMM. NIMM is a special cartoon character whose name means NOT IN MY MOUTH. Provide each child with several NIMM stickers, made from the NIMM Stickers Worksheet. Ask the child to place the NIMM stickers on those things used in the house which should not be put into the mouth. A letter should be sent to the parents telling them about this activity, and inviting the parents to share the experience with the child. Have the child make drawings of those items on which a NIMM sticker was placed. Have the children share their drawings in class.	Materials: NIMM Stickers Worksheet Letter to Parents, p. 29.	Safety Art

WORKSHEET: NIMM STICKERS



Drug Education Curriculum

LETTER TO PARENTS

REGARDING POISON PREVENTION ACTIVITY: NIMM STICKERS

Dear Parents:

Your child's class is learning safety rules concerning things which should not be put in the mouth. Tomorrow, each child in the class will be given some "stickers" to place on those items in your home which should not be put in the mouth. Examples of items which should be labeled include household cleaners (ammonia, bleach, etc.), medicines, cosmetics, house plants, shaving cream, etc. The stickers illustrate a cartoon character called NIMM which represents NOT IN MY MOUTH.

Please take some time to help your child identify those items which should be labeled, and supervise the child in using tape or glue to apply the stickers. This is also an opportunity to make the child aware of the necessity of keeping such items out of the reach of younger brothers and sisters.

The children have been asked to draw pictures of three items which were labeled. These drawings will be displayed in class.

Thank you for helping and happy sticking!

Your child's teacher,

_____ _____

GRADE K CONCEPT III

CONCEPT: We can do many things to help us have a strong and healthy body.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will identify the people who help them to stay safe and healthy.	ACTIVITY 1. Health Helpers Have the children brainstorm a list of people who help them to stay safe and healthy. Discuss their jobs and how they help.		Oral Expression Civics Safety
	ACTIVITY 2. Collage Have children make a collage of jobs which are done at home to help people stay safe and healthy.	Materials: Magazines Paper Markers Paste	Art Safety
	ACTIVITY 3. Health Helpers in the School Have the children interview the people who help them to stay safe and healthy. List the helpers and their jobs on an experience chart. Have the children illustrate the chart. Examples of Health and Safety Helpers: Principal Nurse Secretary Crossing Guard School Doctor Bus Driver Teacher Custodian	Materials: Experience chart pad, if available, or large newsprint pad Markers	Reading Readiness Civics Art Safety

GRADE K CONCEPT III

CONCEPT: We can do many things to help us have a strong and healthy body.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE C The students will explain the importance of making personal decisions for good health and safety. TEACHER INFORMATION Bring to the children's attention that nutritious foods may not always be safe foods for some people to eat. (Example: people with diabetes, food allergies, etc.)	ACTIVITY 1. Food Vote Collect pictures of non-nutritious and nutritious foods and arrange a series of picture pairs, showing one of each as alternatives for snacks. Show children one pair of pictures at a time. Have them vote on the healthier snack, and explain their decision. Examples of Picture Pairs: - apples and candy apples - raisins and candy bar - raw vegetable snacks and potato chips - juice and cola - yogurt and ice cream	Materials: Pictures/illustrations of non-nutritious food and nutritious foods	Nutrition
	ACTIVITY 2. Yes, No, Maybe Place three large paper circles on the floor, labeled "Yes," "No" and "Maybe." Describe a short situation to the students. Have the children demonstrate the decision they would make in the situation by sitting in one of the large circles. They can discuss their decisions and choices. Examples of Situations: - On the way home from school, a stranger stops and offers you a candy bar. Would you take it? Why not? (Cont'd on next page.)	Materials: Three large paper circles upon which children can sit	Safety

CONCEPT: We can do many things to help us have a strong and healthy body.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. (cont'd) - There are some pills in a bottle that you took for a cold. You don't want to be sick again. Mother is not at home. Should you take those pills? Why not?		
	ACTIVITY 3. How Shall We Behave? Create a stick puppet character from another planet using the Puppet from Outer Space pattern. Explain that the puppet's name is "BP9-0" and that he is visiting Earth. BP9-0 is not sure how to behave. Have the children help him to make some decisions. If children feel he should do something, they nod their heads "yes." If they feel he should not do something, they shake their heads "no." Examples of Decisions for BP9-0: - BP9-0 is playing and sees some pretty flowers in a neighbor's yard. Should he take them? Why or why not? - BP9-0 is feeling sick. He finds some medicine. Should he take it? Why or why not? - It is past BP9-0's bedtime. He is feeling tired. He wants to see just one more television program. Should he watch television? Why or why not? (Cont'd on next page.)	Materials: Pattern: Puppet from Outer Space, p. 23. Tongue depressor Scissors Glue Markers to color puppet, if desired	Oral Expression Safety

GRADE K CONCEPT III

CONCEPT: We can do many things to help us have a strong and healthy body.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. (cont'd) - BP9-0 sees a bike outside another boy's house. He wants to try riding it. Should he take it? Why or why not? CULMINATING CONCEPT EVALUATION ACTIVITY: Ask the children to talk about the rules they feel are important to remember about staying healthy and safe.		Safety

EVALUATION FORM*

1. Activities My Students Liked Best (Title and Page No.): _____

2. Activities My Students Found Uncomfortable: _____

3. Activities I Thought Were Best: _____

4. Activities I Would Not Use (Why?): _____

5. Information That Was Most Helpful: _____

6. Sections I Did Not Use: _____

7. Errors That Should Be Corrected (Page No?): _____

8. Things That Should Be Added: _____

9. How Does This Curriculum Compare With Others You Have Used? (Circle One)

   Best Better Than Most About Average Below Average Worst

10. Other Comments: _____

*When you have completed your Drug Education Unit, please fill in this form, fold, tape or staple, and mail to the Bureau of Drug Education. We look forward to receiving your input.

New York State Education Department
Bureau of Drug Education
Albany, NY 12234

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The University of the State of New York
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